DOCUMENT RESUME

ED 157 138 CS 502 194

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TITLE Communication Games and Simulations.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jun 78
CONTRACT 400-75-0029
NOTE 46p.; Theory & Research Into Practice Series
AVAILABLE FROM Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($1.60 member, $1.75 non-member)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Classroom Games; Educational Games; *Educational Theories; Higher Education; Junior Colleges; *Learning Activities; Senior High Schools; *Simulation; *Speech Communication; *Teaching Techniques
IDENTIFIERS Information Analysis Products

ABSTRACT

Games and simulations can be thought of as experiential learning activities for classroom use. Games are activities in which people agree to abide by a set of conditions in order to attain a desired state or end, and simulations are activities that model reality. In this publication, it is suggested that five dimensions be considered in categorizing a game or simulation: degree of action, degree of resemblance to real life, degree of intellectual content, degree of affective content, and degree to which the participant is required to take part in the exercise. Theoretical considerations include the following: the purpose of using games and simulations; disadvantages and cautions in the use of these activities; criteria for selecting an exercise; the process of implementing an activity, including connecting the experience to students' lives and evaluating performance; and creating and modifying original games or simulations. In the practice section, a number of games and simulations are described that relate to theories and concepts in the field of speech communication; all were created by high school and college teachers and students. Each activity includes objectives, directions, and a discussion guide. (DF)

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THEORY & RESEARCH INTO PRACTICE

ED157138

Communication Games and Simulations

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Published June 1978

ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801

Speech Communication Association
5205 Leesburg Pike, Falls Church, Virginia 22041

Staff Editor: Karen Steiner

Printed in the United States of America

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Speech Communication Association for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Speech Communication Association or the National Institute of Education.

Foreword

The Educational Resources Information Center (ERIC) is a national information system developed by the U.S. Office of Education and now sponsored by the National Institute of Education (NIE). It provides ready access to descriptions of exemplary programs, research and development efforts, and related information useful in developing more effective educational programs.

Through its network of specialized centers or clearinghouses, each of which is responsible for a particular educational area, ERIC acquires, evaluates, abstracts, and indexes current significant information and lists this information in its reference publications.

The ERIC system has already made available—through the ERIC Document Reproduction Service—much informative data, including all federally funded research reports since 1956. However, if the findings of specific educational research are to be intelligible to teachers and applicable to teaching, considerable bodies of data must be reevaluated, focused, translated, and molded into an essentially different context. Rather than resting at the point of making research reports readily accessible, NIE has directed the separate ERIC clearinghouses to commission from recognized authorities information analysis papers in specific areas.

In addition, as with all federal educational information efforts, ERIC has as one of its primary goals bridging the gap between educational theory and actual classroom practices. One method of achieving that goal is the development by the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) of a series of sharply focused booklets based on concrete educational needs. Each booklet provides teachers with the best educational theory and/or research on a limited topic. It also presents descriptions of classroom activities which are related to the described theory and assists the teacher in putting this theory into practice.

This idea is not unique. Several educational journals and many commerical textbooks provide teachers with similar aids. The ERIC/RCS booklets are unusual in their sharp focus on an educational need and their blend of sound academic theory with tested classroom practices. And they have been developed because of the increasing requests from teachers to provide this kind of service.

Topics for these booklets are recommended by the ERIC/RCS National Advisory Committee. Suggestions for topics to be considered by the Committee should be directed to the Clearinghouse.

Bernard O'Donnell
Director, ERIC/RCS

Theory

What is a simulation? How is it differentiated from a game? From role playing? From an exercise? These are not easy questions to answer. A survey of the many journal articles and books that have been published about "structured experiences" reveals that there is much disagreement about the definition of each of these terms.

Because definitions are useful for communicating with students and colleagues about experiential exercises, we are going to employ a set of definitions developed by R. Garry Shirts.* Shirts classifies "gaming and simulation" into three kinds of activities: simulations, games, and contests. Simulations, which are noncontest and nongame, are activities which model reality, including those which employ mathematical formulas, social system models, and role playing.

Games, which are noncontest and nonsimulation, are activities in which people agree to abide by a set of conditions in order to create a desired state or end. The conditions may well involve inefficient ways of accomplishing the desired end (for example, trying to place a golf ball in a hole in the ground by hitting the ball with a metal stick rather than by placing it in the hole with the hands). A game does not necessarily involve the goal of winning but may have as its goal creativity or laughter. Examples of games include encounter situations and play.

Finally, Shirts defines contests, which are nonsimulation and nongame, by stating that they involve competition but, unlike games, do not establish rules that are inefficient or which result in one opponent's unfair advantage over another. Examples include business competition and political campaigns.

Each of these three types is "pure" or basic. Beyond these are various combinations of classifications—contest games, simulation game contests, and simulation games. Perhaps a more

*In Cathy S. Greenblat and Richard D. Duke, *Gaming Simulation, Rationale, Design and Applications.* (Beverly Hills, Cal.: Sage Publications, 1975), pp. 75-81.

fruitful approach to classifying simulations and games is to describe experiential learning activities in terms of a number of dimensions.

The employment of such a taxonomy might help each of us attain, more precisely and surely, the teaching goals we have in mind. Each teaching situation and goal should be analyzed not in terms of what game or simulation we want to employ, but in light of the dimensions of learning experience we wish to tap. Knowing this, we can then implement a game or simulation that will best enable us to fulfill those needs.

We suggest that the following dimensions be considered for the purpose of categorizing experiental learning activities:

Activity—degree of physical action.
Realism—degree of resemblance to real life.
Cognition—degree of intellectual content.
Affectivity—degree of affective content.
Involvement—degree to which participant is required to be a part of what is taking place.

Thus, a game like chess could be said to have little activity, almost no realism, high cognitive content, low affective content, and a fair amount of involvement. Role playing, on the other hand, may have little activity, fairly high realism, a moderate amount of cognitive content, a rather high affective content, and high involvement. Similarly, an exercise or drill, such as identifying types of propaganda in a series of messages, has little activity, little realism (in the sense of the way we identify propaganda in real life), very high cognitive content, little affective content, and moderately high involvement.

Why Use Games and Simulations?

Now that we have examined some of the dimensions of simulations and games, let us look at the arguments for employing them in our classrooms. Games and simulations can be one of the most effective means of teaching communication concepts such as trust, perception, and feedback; there are several additional reasons why games and simulations give an advantage in the classroom:

1. Games and simulations involve the whole student in learning because, usually, all of the senses are involved. Participants experience the concepts they are learning about.

2. The participant can actually feel the concept as well as learn about the concept. Games and simulations are fun, and motivate the student to participate and learn. (In many cases, students who are hard to motivate enjoy the experience and actively participate.) Games and simulations provide an alternative to regular teaching strategies.
3. Depending upon the game or simulation used and its objective(s), participants learn and gain practice in necessary life skills, including communication, persuasion, decision making and group leadership.
4. Games and simulations give the participants experiences that are closer to real-life situations than can other teaching strategies. They demonstrate the integration of concepts; participants experience the way in which the concepts relate to each other in a similar fashion to the way they relate to each other in the real world.
5. Participants gain empathy for real-life decision makers, gain insight into the complexities of real life, and empathize with real-world participants.
6. Participants of different levels of knowledge become involved in games and simulations together and learn together. Since reading skills are often not used, poor readers often do as well in games and simulations as good readers. It must be recognized, however, that differences in oral language competencies may affect the student's level of participation as well as what the student gains from the experience.
7. Games and simulations offer an opportunity for participants to learn from the experiences of others, rather than from the teacher or textbook only or from "artificial" exposure to other audio-visual methods.

These are some of the benefits that can accrue from using the experiential learning approach in teaching. It must be admitted, however, that there are dangers and disadvantages in using simulations and games as teaching devices. There is no guarantee that employing them will automatically lead to success.

Using Games and Simulations: Disadvantages and Cautions

The major disadvantage to the use of games and simulations is the length of time they take. It takes less time for the student

to hear a lecture about a concept than it does for the same student to participate in a game or simulation and in the processing that follows. The teacher must consider the value of the participant's experiencing the concept in relation to the time the game or simulation takes. Neither can the teacher completely control the results of games or simulations. There is the possibility that the objectives may not be met; since the participants are always different, the results may also be different. Many people may not feel comfortable using games and simulations as a teaching strategy because of this lack of assured results. Other possible risks are enumerated below:

1. Teachers should recognize that the noise level is often high when using this method.
2. Games and simulations may be in opposition to the traditional view of classroom control. (Teachers would be wise to discuss the game or simulation with their principal or supervisor before using it.)
3. Often, a great amount of preparation time is required.
4. A teacher should not use a game or simulation that he or she does not feel completely comfortable with. Many writers caution that students should not play a game or simulation that the teacher has not played.
5. If participants are not familiar with experiential learning, they may be difficult to involve.
6. Immovable furniture may pose problems.
7. Because, frequently, someone loses in experiential activities, competition may be an issue.
8. Students may not be able to handle the affective learning that is sometimes involved in a game or simulation.
9. There may be problems with cost, as well as difficulties in obtaining supplies.
10. The teacher may resort to using simulations and games as time-fillers, as activities to use up a class period when he or she is unprepared. The temptation exists to employ games and simulations simply because they are fun and entertaining and not because they have value as learning experiences.

Selecting a Game or Simulation

Now that we know what benefits may be derived from using simulations and games and what problems may result from

introducing them into the classroom, we have decided that, with proper precautions, we will try one out and see what happens. But, how to choose? The annotated bibliography at the back of this booklet provides a list of excellent books describing a multitude of games and simulations relating to communication theory and practice. With one or two of these activities on hand, we can ask ourselves the following questions, which reflect the cautionary statements discussed in the previous section:

1. What are my learning objectives for this group?
2. Does this simulation or game meet these objectives?
3. Is the time the simulation or game takes justified in terms of the results? If not, can the time requirement be adjusted while still meeting the objectives?
4. Can the learning objectives be better, and more efficiently, met by using some other teaching method?
5. Do my participants have the necessary skills and knowledge for this simulation or game?
6. How will my students react?
7. Will this simulation or game motivate my students to participate? To what degree will my students become involved emotionally? Is involvement what I want?
8. Will this simulation or game distort reality or the concepts I want the students to experience?
9. Are the directions clear? Will the students be too confused to gain from the experience?
10. Will the class be too noisy for the school environment? Will it be necessary to inform colleagues ahead of time about the noise that may result from the employment of this game or simulation in my classroom?
11. What concepts will the participants experience in addition to my objectives?
12. How much preparation will I have to do?
13. What are the strengths of this simulation or game?
14. What other problems might I have with this exercise?
15. Is this simulation exercise appropriate to the age and interest level of my students?
16. Do I feel comfortable facilitating this simulation or game?

17. What means of evaluation will I use?
18. How can I improve this simulation or game?

Processing the Game or Simulation

Running the exercise. Having selected a game or simulation that will meet the objectives you have in mind—or having created or modified an existing one—you are now ready to process it. Preparation for this kind of activity is vital. If the class has had little previous experience with games and simulations, it may be necessary to introduce them to this approach to learning by employing a relatively simple, easily understood exercise whose objectives are clear and likely to be attained. It is important the first time the class participates that the game or simulation be managed and concluded successfully and that the students have fun; at the same time, the purpose of the exercise should be stressed. A good initial experience might be provided by Gordon L. Thomas's Feedback Exercise, detailed in the Practice section of this booklet. More difficult, complex, or subtle games can then be attempted.

Now that you are ready to begin the game or simulation, it is imperative that you give the participants clear and specific instructions about what each of them is to do, what rules they must follow, and what restrictions and limitations are imposed. In some cases, a typed copy of the directions and rules helps in reducing the number of errors and misunderstandings that inevitably seem to accompany experiential learning activities.

Make sure that all students are involved in the game or simulation in some way. If two or three of them find that they have no role to play, they may well find something to do anyway—what they find to do may be highly disruptive. You may give these students the role of observer or critic (with assistance from you on what to observe and what criteria to employ in the observation), or, when a decision has to be reached about group performance, they can be assigned to a judging panel.

If it is possible, do not participate actively in the exercise yourself. You may need, of course, to supply directions, clarify ambiguities, or make comments and suggestions. But, if you become too involved, you will tend to lose your objectivity as well as your sensitivity to potential problems. You must, of course, anticipate these problems and construct procedures to avoid them. Complete elimination of problems is, however, never entirely possible. You must be prepared for them, take them in your stride. If you don't "lose your cool," you can talk about the mistake or problem when you come to the "debriefing" period.

All of the preceding suggestions assume that you have assembled the necessary materials to be employed in the exercise and that these have been checked not once, but at least twice, preferably using a checklist which has been previously prepared.

Debriefing the Exercise. The debriefing phase of processing an exercise takes place when the participants think about what they have learned or felt and verbalize—usually orally—the concepts they have experienced. Some teachers say that debriefing should take as much time as experiencing the game or situation itself. Although this is not a rigid rule, you should allow enough time to process thoroughly. In too many cases, insufficient time is built into the class period to permit discussion of the experience. A procedure for debriefing a game or simulation that is helpful in reminding the teacher of the steps that should be followed to assure logical and thorough analysis of what took place is the DEAL system:

Do: Experience the game or simulation. This has been discussed in detail in the previous section.

Examine: Describe the experience. What happened? Keep in mind that this is a descriptive process and not an evaluative one.

Analyze: Evaluate the exercise. What concepts did the experience illustrate? To what extent can they be generalized? What might be some of the reasons for the way the participants behaved, felt, or thought?

Link: Tie the experiential exercise and the concepts gained from it to the everyday life of the students. Is this experience really "lifelike?" How can the concepts gained from this experience be applied to the participants' lives?

Joanne Saoud's description of The Smoking Lounge Dilemma, detailed in the Practice section, illustrates the DEAL system of processing. This exercise, which simulates a conflict between students, teachers, parents, and school administration, examines processes in group decision making and encourages the development of interviewing techniques and persuasive writing and speaking skills.

For step one, *Do*, the simulation is actually played. During step two, *Examine*, students describe their own actions and the actions of others and probe their reactions to the roles of others in the simulation. Specific questions, such as those listed at the end of the exercise, are posed. During step three, *Analyze*, participants investigate communication concepts revealed in the

simulation, asking such questions as the following: Did the decision making process in the exercise parallel decision making as we have studied it? What hindered or helped decision making? Can you draw any inferences from this game as to what makes messages more or less persuasive? In other words, what can we generalize from this game? In step four, *Link*, the concepts discussed in step three are linked to real life: How can we transfer the concepts from this simulation to situations in our lives? What can you do to help in the decision making process? How can you design your messages so they will be more persuasive?

Obviously, the DEAL System can be employed not only by the teacher, but also by students as they participate in the debriefing stage of processing. The system may be applied to describe what went on during the entire exercise, to examine all the concepts revealed, and, finally, to seek for linkage of all of these concepts with "real life." This method is particularly appropriate if the exercise is short and relatively uncomplicated.

Another approach may be employed if the exercise takes a long time to complete or if it is complex and deals with sophisticated or subtle ideas. In such a case, the facilitator may wish to break the game or simulation into parts, describing and analyzing a single aspect of the experiential exercise and concluding with an application of the concept to real life. The facilitator then moves to the next concept and proceeds through the DEAL system in debriefing.

Evaluating the exercise. The teacher who uses games and simulations in the classroom has one other responsibility, that of doing a thorough evaluation of the exercise once the processing has been completed. As objectively as possible, you should ask youself a number of questions before using the activity again: Did it really accomplish the objectives I had in mind when I selected it? Did it provide adequate motivation and interest? Was it efficient? That is, could I have accomplished the same objective just as clearly and certainly in less time than I employed in running and debriefing the game or simulation? Did it introduce problems, counter goals, distractions? Did my students learn anything? This last question can best be answered by the use of a pre- and post-text over some or all of the concepts explicated by the experiential exercise. You should not overlook another important resource for evaluation purposes—the students themselves. Either oral feedback or written responses to a short questionnaire can be secured. (If the feedback is written, it would probably be wise for you to keep the answers anonymous.)

This evaluation step will aid you in determining whether you

should modify the exercise in some way, eliminate it completely, or use it again in much the same form another time—with perhaps a few variations that would make it possible for you to see whether you could accomplish more or different objectives.

Creating and Modifying a Simulation or Game

After you have become acquainted with a number of games and simulations and have tried some of them several times in your classes, you should have developed enough confidence and "know how" to try modifying activities for your own specific needs or even trying your hand—and your imagination—at creating a game that is entirely tailored to the needs of your teaching situation.

One word of caution before we outline the process of modifying or creating an activity: Never become so rigid that you always run a game or simulation for exactly the same purpose and in exactly the same way. It is sound advice, we believe, to look constantly for variations in the ways you can process a simulation or game. (It is frequently a surprise to watch someone else process an exercise that you have used many times before and to realize that the simulation has been transformed in purpose and effect.) There are times, however, when a slight modification of an existing game is not enough. You look for something fresh, something that has topicality to a particular problem or segment of subject matter. You decide to create one that will fit your needs—and those of the students. How do you go about this task? We suggest that you use CREATE: *Choose, Review, Explicate, Assemble, Test, Evaluate:*

Choose: Select a goal or objective you wish to achieve through the use of a game or simulation. Do you wish the learning experience to be cognitive or affective in nature? Do you wish the students to learn skills, values, information? When your students have finished the game or simulation, in what way or ways will they be better off than they were before?

Review: Survey the characteristics of the players who are going to be involved in the exercise and consider the nature of the school and the community. What is the average age of the students? What is the level of their communication skills? How socially mature are they? Have they been involved in simulations and games before? To what extent do they

share the goals you are trying to accomplish through the exercise? How much do they already know about the skill, information, or feeling you are attempting to teach? If you can spare only one class period for this subject, or if the atmosphere of the school is such that several class periods devoted to games or simulations might be looked upon with disfavor, then you will have to plan a relatively simple game or exercise which can be quickly processed. A complex simulation of state government, for example, could not be handled meaningfully in that time.

Or, if you are thinking about implementing a "touchy-feely" exercise to get students to be more open and more sensitive to the feelings of others, first make sure that the school and the community will accept this approach to learning.

Explicate: Describe the strategy you will employ to reach your goal(s). Knowing what you wish to accomplish and what your participants are like, you can now ask yourself, What kind of exercise should I use: game, simulation, drill, role-playing, or combination of these?

Now that you have determined the general nature of the simulation or game, you are ready to design it. As you do this, you may wish to use an exercise already created for a somewhat similar purpose as a guide or model.

Ask yourself whether your simulation/game is competitive or cooperative in nature. If it is competitive, an early decision should establish what constitutes winning, who can win, and how participants know when they have won. If it is not to be competitive, what will be used to motivate the players? Will it make any difference if the players decide on their own to cooperate instead of compete?

If you are creating a simulation or game, what are the crucial and salient characteristics of the real-life situation that should be retained if the game is to remain realistic and credible? No doubt, some of the real-life details are relatively unimportant and can be omitted. The less cluttered and complex the simulation is, the easier it will be to

run it and to lead a discussion about it upon completion.

Now that you have decided on a general format, you are at a point where you can formulate the rules and regulations by which to conduct the simulation or game. What must the participants do? What must they not do? What do they have a choice about? These "do's and don'ts" should be written in such a way that whatever the participants do as a result incurs realistic consequences.

What resources will be needed for the activity? An estimate should be made of the cost of the materials to be employed. This should include purchase of equipment or items needed to process the simulation or game; the duplication of rules, roles, descriptions of settings; and the cost of any rewards or prizes that may be given to the winners. What facilities will be needed? Perhaps you will require more than one room. Or perhaps you will need a single room that can be divided or partitioned in some way. Will you use tables, chairs, special equipment? You should consider whether you will have to have assistance in processing the simulation or game. If so, can you use one of your students to help you?

Assemble: Collect the materials and equipment you have planned in the review step. Write and duplicate all the rules, regulations, or directions that will be used or distributed during processing. Purchase or construct a game board if one is needed, and secure any materials that will be employed—cards, pencils, felt pens, flip-charts, dice, pins, shears, string, and any other paraphenalia that is required. (A checklist of such items should have been prepared as you constructed the exercise.) You should then process the game mentally, going through every step of the exercise to make sure that, when you actually run the simulation or game, some vital materials will not be missing.

Test: Never process a simulation or game that you have just created until you have "pilot tested" it. This means that you will have to solicit the aid of other teachers, another class, roommates and friends,

relatives—anyone who will be able to go through the steps in the process to discover where your directions and strategy break down, are not complete, are confusing, ambiguous, or misleading. Perhaps you will discover aspects of the experience that really do not contribute to the accomplishment of the goals that you have in mind. Perhaps the primary goal you have in mind is obscured by some other goal or factor that becomes obvious when the simulation is actually processed. It is possible that the whole exercise seems trivial and unlikely to hold students' attention for more than a few minutes.

Having gone through a "dry run," you can now make alterations in your creation to reduce or eliminate the weaknesses you have discovered or, if necessary, to scrap the whole thing and return to the drawing board.

Evaluate: Any simulation or game needs to be evaluated constantly, no matter how many times it has been used. This is particularly true of one that you have created yourself. You must be careful that you don't assume that the exercise will always accomplish the goals you have in mind. It is too easy to process the simulation in a routine manner and, because it entertains or fills up time, to infer its success. The simulation needs to be evaluated not only to assure that it accomplishes its purpose, but also to seek for ways in which it can be improved, varied, and supplemented. Assistance in accomplishing this step can and should be obtained from the students themselves. Having actively participated in the simulation, they may be more aware of some of the problems than are you, as director.

Modifying a simulation or game is not basically different from creating one. You may wish to modify a game because you would like to accomplish an objective or goal other than the one intended in the original version or because you want essentially the same format used in the original version but choose a setting or topic that is different. In either case, you can retain much of the original, but add, subtract, or substitute material to tailor it to your needs. The six steps of CREATE will be helpful even though the modification does not involve a major change.

Practice

In this section, a number of exercises, games, simulations, and role-playing situations relating to theories and concepts in the field of speech communication are described. All are original experiential exercises created by high school and college teachers and students, either for direct use in their own classrooms or for fulfillment of requirements in seminars devoted to the employment of experiential exercises in the teaching of communication. Previously unpublished, they demonstrate the wide variety of exercises that can be created to attain both specific and general goals. These activities clearly suggest that any teacher at the high school, junior college, or four-year college level can also create games and simulations which will help his or her students understand, both cognitively and affectively, basic knowledge related to human communication.

"TWO ALL-BEEF PATTIES, SPECIAL SAUCE . . ." 1

Created by John Stewart
Michigan State University

Objectives

1. To introduce participants to fundamentals of communicating within an organization.
2. To encourage correct identification of specific variables in the simulation: system, boundary, network, role, vertical and horizontal flow of information, and managerial control and function.

Directions

Approximately one hour, with an additional hour for processing, is required for this activity. The simulation is designed for a class of from ten to forty students. Since no particularly advanced skills are required, students from high school through the undergraduate level may participate.

Materials required may be obtained from the neighborhood McDonald's franchise and include the following: twenty "Big Mac" foams, twenty "Filet-o-Fish" foams, twenty "Quarter Pounder" foams, twenty "Quarter Pounder with Cheese" foams, thirty drink cups (all sizes), ten pie containers, twenty french fry containers, two order pads (about fifty sheets each), and twelve employees' paper hats. In addition, paper and pencils for observers, an envelope to contain role-assignment cards, a large paper sack, one instruction card (reading "Prepare to receive customers in exactly eight minutes. You may use only one person to take orders.") and envelope, and a wristwatch should be provided. A large room with two or three tables and enough chairs for all participants is also necessary; furniture should not be arranged prior to the simulation.

To prepare for play, place all the McDonalds materials and the instruction envelope in the paper sack. Arrange the role-playing cards for distribution. Then, divide the participants into groups of equal size; one group will be customers, the other will be employees of McDonalds. Give each member in the customer group a role-playing card, paper, and pencil. This group should then gather at one side of the room. Give a representative of the employee group the paper sack of materials. Your only oral instruction to this group should be: "Your directions are inside."

Begin timing the exercise as soon as the employee group has read the instruction card. You and the "customers" should carefully record the employee group's behavior, as this will be a vital part of debriefing. After eight minutes, invite the "customers" into the restaurant.

At this point, roles are to be played by each member of the customer group. No specific directions should be given to the employee group at this time—members should devise their own structure for filling the orders. After each "customer" has received his or her order (and eaten it, hopefully with a great deal of imagination), the simulation ends. Collect all the materials for future use.

Debriefing

The teacher should now lead a discussion of the experience. Participants may refer to any notes they may have taken. During this time, organizational concepts and principles may be introduced into the discussion. Particular attention should be given to the type of structure employed in the simulation, its boundaries, the network employed, and any leadership that

emerged during progress. Organizational aspects that are commonly reflected in the simulation include overload, underload, managerial control, network, system, relationship of roles within a system, linking, vertical (as opposed to horizontal) flow of information, and managerial emergence. Specific behaviors should be defined whenever possible.

Variations of this simulation can readily be adapted to serve additional goals. If the objective of the simulation is to illustrate leadership emergence and its effect on communication, role-playing cards specifying leadership styles can be distributed within the employee group. If the emphasis is on the kinds of organizational styles and differences that occur, two separate organizations can be set up in two different locations. Customer/observers can then compare differences and similarities between the two systems. If the concept of underload and overload of information is not essential to the teaching objective, then more than one ordering window may be employed.

Customer Roles

(1.) You are a parent with seven children. Not one child can make up his or her mind when confronted with the decision of what to order. Unfortunately, you are at the beginning of the line and obviously will cause a substantial delay. (2.) You are a plumber just off the job. You are hungry but satisfied with the typically good service and food available at McDonalds. You sit quietly devouring your food after ordering. (3.) You are Finicky Fred (or Fanny) and discover that your hamburger is cold, your milk shake is too thin, your apple pie is cherry, and your fries are too soft. You let the manager know it. (4.) You are a member of the business community in for dinner between meetings. Rushed, tired, and hungry, you think McDonalds is extremely slow this evening. (5.) You are the leader of a cub scout troop out for a celebration dinner. Of course they are all starving, but as kids will, they have many preferences and special orders. (6.) You are a hungry high school student. You want at least four "Big Macs," but will settle for anything available, just as long as it is fast! (7.) You are a foreigner to the country and its customs, but, having heard of the legendary McDonalds, have stopped for dinner. Along with the fact that you cannot understand the terminology sufficiently to decide what to order, the currency gives you trouble in determining how much to pay. (8.) You are quiet and shy, with a very soft speaking voice. Too timid to express your preference, you say "yes" to everything the order-taker suggests. (9.) You and your friend have stopped

for a snack and a pleasant visit. You find the service agreeable and the food delicious. (10.) You are a meticulously dressed person venturing into the hamburger world for the first time. Insulted at the lack of utensils and outraged at the poor quality of the meat, you create quite a commotion with your insistence for better service. (11.) You are a happy-go-lucky person who will laugh at anything and anybody. Time is of no importance to you nor is it to anyone else—you think. Conversing with the cashiers seems to occupy your time rather than ordering food. (12.) You are a very hurried businessperson who needs a quick cup of coffee to calm your nerves before you pick up your company president at the airport. You heard McDonalds is the quickest place in town, so you stopped here.

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2 AS YOU SEE IT AND SAY IT

Created by Stephen Lapedis
University of Michigan

Objectives

1. To illustrate the application of the Westley-MacLean model.*
2. To provide class members with the experience of preparing and delivering a short persuasive speech and the opportunity to act as gatekeepers in a communication process.
3. During debriefing, to illustrate how selective perception and gatekeeping affect the communication process.

Directions

Two class periods or a one-and-a-half-hour period are required. In a mock press conference, four speakers, each representing his or her position on a controversial topic, will give a two-minute speech, followed by a fifteen-minute question-and-answer period. Each speaker will have had advance notice of this simulation and assignment in order to prepare the speech. (Option: Each of the speakers can be given a different role to represent.) The teacher will act as press secretary and will introduce the subject

*For a discussion of the Westley-MacLean model and its relationship to other conceptualizations, consult C. David Mortenson, *Communication: The Study of Human Interaction* (New York: McGraw-Hill Book Company, 1972), chapter 2.

and each speaker. The press conference will be heard by the class in order to allow students to follow the process as objective observers.

Four newspaper reporters attend, and, after listening to the speeches, write up a story on the press conference. This can be done between class periods or by allowing time during the session. Each of the reporters is given a role or hidden agenda: they may play the part of reporter, junior reporter, syndicated columnist, or may reflect the background of their newspapers—conservative, liberal, partial to special issues, influenced by advertising, and so on. Four editors, also playing specific roles, will then edit the stories for publication.

While these steps take place, the rest of the class and the speech makers should break into small discussion groups. Or, the teacher may review the concepts involved in the simulation. The four news stories are then read to the class, and the class votes on the best story.

Debriefing

Students should draw a model of the communication in this simulation using the Westley-MacLean model. The following questions may also prove helpful: Did you see examples of selected perception? If so, when? When did gatekeeping happen during the simulation? How did you feel about the gatekeeping?

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3 SELF-RUN CLASS

Created by Delwin Nykamp
Calvin College, Kalamazoo, Michigan

Modified by Hazel Rozema
Southwest Missouri State University

Objectives

1. To provide an opportunity for all students to communicate with others.
2. To provide an experience in taking responsibility for the class and an opportunity to work in a group.
3. To assist the student in defining communication and identifying his or her role in the group.

Directions

At the beginning of class, hand each student a copy of the following instructions: This is a course designed to develop responsibility in students for their own communication behavior.

To foster a sense of initiative and responsibility, I have put the administration of today's class in your hands. The following activities will take place without direct assistance from the instructor. All instructions are on this sheet; please read and follow all directions carefully. The times by which you should begin and complete each step of the exercise are noted. *Please remain on schedule.* Your behavior affects the other members of the class.

8:00-8:05 Take a seat with other members of the group to which you have been assigned according to the posted list.* Introduce yourself to the other members. Write down the name of each person in the group in the space provided on the bottom of this sheet.

8:05-8:25 *Communication* is a common word in contemporary culture and, like other common words, it has multiple meanings. Your task is to establish a definition of communication that all members of your group can agree upon. You must have a *written* definition by 8:25.

8:25-8:30 Select a recorder to write your definition of communication on the blackboard. Select a representative to meet with the other group representatives to decide the order in which the groups will present their definitions of communication.

8:30-8:50 Each group presents its definition of communication to the class and explains its rationale for choosing that definition.

Debriefing

The group process of definition-making should take up one class period. The following class period should be devoted to debriefing, or processing, the activity. Instructions and questions for debriefing should be provided at the beginning of the activity along with directions for the group process itself: We will be engaging in many activities during the semester. Most of the exercises are enjoyable in their own right, but they all have objectives beyond just having fun. It is important to *process*, that is, to go over an exercise to determine what concepts or skills

*Instructor's note: Lists of group members may be randomly compiled, or participants may be chosen alphabetically according to name. It is suggested that groups contain from five to seven students.

were learned from it. Sometimes I will process an activity for you; at other times I will ask you to process the activity as a class. On other occasions, you will be asked to process the material by yourselves.

Each of you should answer the following questions in writing. I hope that in doing so, you will better understand yourself and others as communicators, as well as understand some of the things that occur when a group tries to work together. Please be prepared to hand in your written answers. Although your process sheets will not be graded, they will be checked in and used, in part, to determine your participation grade.

1. On what basis did you form initial impressions of the other members of the group? Looks? Manner of speaking? What they said? (Give some specific examples in addition to drawing a general conclusion.)
2. Generally evaluate your own role in the group. You might consider the following: Were you a leader? A follower? What, if any, ideas did you initiate? Did you ever become bored or confused? What did you do, if anything, to ameliorate the situation? How do you think others perceived you? Do you think their initial impressions of you were accurate? Why or why not?
3. How would you now define communication? What specific components would you include in the communication process?
4. What did you personally learn from this exercise?

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4 WHAT IS COMMUNICATION?

Created by Hazel Rozema
Southwest Missouri State University

Objectives

1. To provide communication situations that will increase the feeling of cohesiveness among the members of the class and encourage them to be more open, receptive, and interactive in subsequent activities.
2. To increase the amount of awareness of communication both in and out of class.
3. To establish norms for the students' involvement during class meetings.

Directions

First, tell the class that they will be watching three role-playing situations and will consider, in each case, whether or not communication is taking place. Instruct students to hold discussion until all three scenes have been completed. Next, solicit one volunteer and pass out card number one. Tell the volunteer to read the instructions silently. The student should *not* tell the class what the instructions are. Then, when the first role-play is completed, ask for or choose two additional volunteers. Give them cards number two and number three to read to themselves. Let them do their role-play. Finally, get three volunteers to follow the directions given on card number four.

Role Cards

Card 1: Please walk to the front of the room and sit in the chair provided. Do not talk to the class; instead, talk aloud to yourself. You may simply express your thoughts about anything that comes to mind. Talk for about one minute.

Card 2: Your partner will attempt to converse with you. Do not look at your partner or respond in any way.

Card 3: Try to establish a meaningful conversation with your partner. Work hard to establish communication. Talk for about one minute.

Card 4: Two of you must sit back-to-back in chairs. One of you must stand, facing the other two and the class. None of you may talk, make any signs, or give any active, intentional communication. Just stand or sit very still for about a minute.

Debriefing

After the last role-play, ask the students if communication took place in each of the scenes and, if so, between whom. You might also ask them if a difference exists between "intentional" and "accidental" communication. Finally, the question might be posed, Is it ever possible *not* to communicate?

5

FEEDBACK EXERCISE*

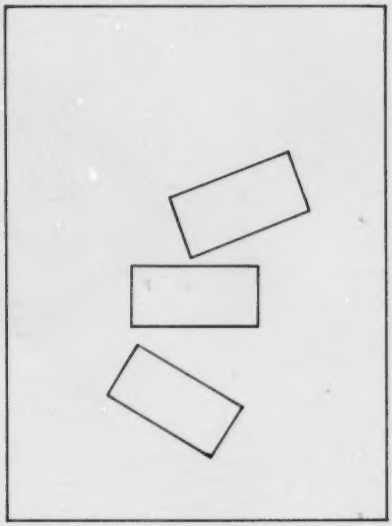
Adapted by Gordon L. Thomas
Michigan State University

Objectives

1. To encourage students to employ feedback as an effective tool in improving communication.
2. To afford information needed to make rational decisions about the quantity of feedback to be encouraged in communication situations.
3. To increase students' ability to effectively reduce or eliminate certain barriers to successful communication.

Directions

Attach three plain index cards to a larger sheet of cardboard to produce any design you wish. They might, for example, be arranged in the fashion illustrated.



*Adapted from H. J. Leavitt, *Managerial Psychology*, 1st ed. (Chicago: The University of Chicago Press, 1958), pp. 121-22.

Ask for a volunteer to instruct the class in how to duplicate the design shown by the index cards. Have the volunteer come to the front of the room and sit with his or her back to the rest of the class with the first sheet of cardboard positioned in such a way that it cannot be seen by the other class members.

Give all class members a sheet of plain paper and inform them that the student at the front of the room is going to tell them how to reproduce a design. While this is taking place there is absolutely no feedback given to the "instructor" student, either verbal or nonverbal—no questions, statements, laughter, groans, whistles—nothing.

On the chalkboard, draw a table reflecting the variable of time and the two modes employed (with and without feedback; see example provided). Tell the narrator to begin. Be sure to time the experience. At the conclusion of the first experiment, record the time elapsed, ask the narrator what percentage of the class he or she thinks has correctly drawn the design, and ask the class how many believe they have drawn the design correctly. *Do not* show them the design at this time. Record the other two statistics on the table under the heading *Without Feedback*.

Repeat the exercise, using a second design. This time, have the narrator face the class (without allowing the class to see the design) and receive as much feedback as the class wishes to provide. At any time students may ask questions, ask the narrator

Mode / Variable	*Without Feedback*	*With Feedback*
Time		
Percentage of class who think they have drawn the design correctly		
Percentage of class narrator thinks has drawn design correctly		
Percentage of class who drew design correctly		

to repeat, nod, smile, groan—anything. Again, time the experiment. When the class is satisfied with the amount of information they have received, secure the same data collected for the first design. In addition, after showing both designs, record, under each heading, the percentage of the class having correct, or nearly correct, copies of the design.

Debriefing

Usually, performing the exercise without any feedback will result in a short amount of time being utilized, a small percentage of the class who think they have completed the task correctly, a slightly higher percentage of class members whom the narrator thinks executed it correctly, and almost no one who actually does draw the design accurately. With feedback, the exercise will take more time, and all of the percentages will be higher than in the first exercise.

Questions that can be asked include the following:

1. What differences did the narrator note in how she or he felt in performing the exercise under conditions without feedback and with feedback?
2. How did the class members feel during each circumstance? Was there a difference between the two situations?
3. What can be said about the time required to secure feedback? Are there situations in which you may not want to secure feedback if it takes more time? What might some of these situations be?
4. What can you say about the other figures listed on the table? What meaning do they have for you? Do you think that what you have said about this exercise is also true in real-life situations?
5. What were some of the barriers to successful communication in the first exercise? Without adding feedback, could the narrator have done anything to improve the class's chance of success? (For example, convey overall pattern, use repetition, empathize.)
6. Did you secure enough feedback during the second exercise? Could you have secured more? Would it have altered the outcome of the exercise?

6 I'LL GRANT YOU THAT

Created by Rich Hallabrin
Michigan State University

Objectives

1. To identify elements that hinder and facilitate communication between individual group members and between groups.
2. To examine the formation of group strategies.
3. To examine the process of formulating criteria in group decision-making activities.
4. To explore leadership emergence in group activities.

Directions

Approximately three class periods of approximately one hour each is an ideal time length for this activity, although this can be modified at the discretion of the facilitator. The actual decision-making group should have five members; the remaining members of the class should be divided into three additional groups. A more natural and realistic outcome can be achieved if these three groups are larger than the decision-making group. Ideally, each group should be able to meet in a separate room, although this, too, is adaptable. The decision-making group is charged with presenting a 250,000 dollar human resources grant to one of three groups, each of whom represents a different cause or concern.

Phase I: Break class into groups and separate groups as much as possible. Inform each group of its task and general role in the rest of the simulation. It is best if each member has a copy of the group's role description.

Group 1: You are members of a panel appointed by the federal government to award a 250,000 dollar human resources grant to *one* of three qualifying groups. You will have the opportunity, in Phase II, to address each of the groups to acquaint yourselves with their respective concerns. Your task in Phase I is to formulate some form of criteria for your eventual decision.

Group 2: You are members of a group that represents the rights of mentally retarded individuals. In Phase II, you will be meeting with a government panel that has a 250,000 dollar human resources grant with

which you wish to build and operate a vocational training center for mentally retarded individuals who are unemployed, no longer in school, and have no marketable skills. In Phase I, you are to formulate a strategy for approaching this panel in the hopes of "winning" the grant.

Group 3: You are members of a group that represents the interests of ghetto dwellers. In Phase II, you will be meeting with a government panel that has a 250,000 dollar human resources grant which you would like in order to build a recreation center for ghetto children. Your task in Phase I is to formulate a strategy in order to "win" the grant.

Group 4: You are members of a group of handicapped individuals interested in creating more accessibility to currently standing public buildings. In Phase II, you will be meeting with a government panel that has a 250,000 dollar human resources grant that you would like to further your cause. Your task in Phase I is to develop a strategy to be used in Phase II.

Phase II: Have group 1 sit at the front of the room with the other three groups in the audience. Divide class time equally among the three groups vying for the grant. Groups can elect to address the panel either as a whole or through a spokesperson. (Variation: group 1 can formulate a plan for conducting the meeting as part of their task in Phase I.)

Phase III: In this phase, group 1 renders its decision. The actual time for the decision-making process is variable. It can be done in a few minutes, or it can be an overnight process, depending on the facilitator's decision. It is important, however, that group 1 state the reasons for its choice clearly and concisely.

Phase IV: This is the processing phase and, as such, is very important to the success of the entire simulation. The teacher should direct the discussion of the dynamics of the first three stages of the simulation in such a manner that the individual group dynamics, as well as the total group interaction, are examined in detail. Some suggested questions related to the original goals of the simulation are listed below; however, the facilitator should feel free to introduce other ideas and questions to more effectively meet the needs of the particular class.

1. Generally speaking, how would you rate the quality of communication within your individual group?

2. What behaviors did you observe that promoted constructive, positive communication?
3. What behaviors did you observe that promoted a negative atmosphere for communication? What did you think were the causes for these behaviors?
4. Did a group leader emerge? If so, what behaviors did this person exhibit that may have caused the group to select that person as leader?
5. If any of the groups was without a leader, how did the group operate in presenting its cause?
6. How did the groups go about formulating either criteria or a strategy?
7. How did each group react to the decision made by group 1?
8. If you have ever found yourself in an actual situation similar to this, what things learned in this simulation would you use to assure future success in like endeavors?
9. Did your group attempt to communicate with any of the other groups? If so, what behaviors did you observe? How would you evaluate the intergroup communication?

7

NEGOTIATIONS

Created by Bill Wallace
Kellogg Community College, Battle Creek, Michigan

Objectives

1. To provide activities within the classroom that permit students to become aware of and sensitive to the problems inherent in reaching compromise and consensus through negotiations.
2. To place students in negotiation situations so that they may develop and improve their skills for future implementation of this technique.

Directions

Glitz Company, famous for its production of the Glitz Widget, has announced a stalemate in current contract negotiations. Unless a settlement is reached by 6:00 p.m. next Wednesday, a nationwide strike will take place. The task of the participants is

to achieve an agreement in two days of classroom time (plus time used for outside research and consultation). Rules and regulations for conduct follow:

1. Each negotiating "group" will consist of two members representing management, two members representing labor, and an outside observer.
2. The observer will not participate in the negotiations, but will take notes so that he or she can discuss the following communication concepts during the debriefing period: trust, cooperation and competition, feedback, perception, conflict resolution, compromise, persuasion, and decision making.
3. The process will begin with both management and labor submitting their contract proposals. These proposals must be presented *in toto*.
4. Each side may utilize two five-minute "cooling off" periods during the negotiations.
5. All information not otherwise specified is open to interpretation by the individual groups.
6. If desired, negotiating groups may break into subcommittees.
7. At the conclusion of the negotiating sessions, a proposal endorsed by both sides should be submitted to the instructor.
8. Profit-sharing, vacation, retirement benefits, wages, overtime, job security, and insurance are some of the areas that should be discussed and resolved.

The following negotiation information should also be provided: Glitz Widget Company is the fifth leading domestic Widget maker, accounting for 10 percent of the Widgets sold in the United States. During fiscal year 1976, Glitz lost twenty-six million dollars. For the first six months of fiscal year 1977, Glitz lost thirty-three million. A contract with the leading Widget maker called for salaries and benefits totalling seven dollars and fifty cents per hour for assembly line workers and ten dollars per hour for skilled workers. Glitz employees now earn five dollars and seventy-five cents per hour and eight dollars and seventy-five cents per hour, respectively. To cut costs, Glitz has called for a moratorium on overtime. Glitz employees have not struck since 1957, the first year they came under union representation. To become financially solvent, Glitz proposes to cut its work force by 10 percent, a loss of 5,000 persons. (This

would be done not by firing any present workers, but by not filling vacancies when they occur.) A new thirteen-million-dollar contract has been awarded to Glitz to manufacture Widgets for government workers. Until recently, Glitz employees have enjoyed the "one big happy family" atmosphere of their plants. Glitz has plans to extend to Europe, but has decided to automate a large portion of these new facilities. Glitz company president, Arnold Fern, warns that "a strike of any duration would be fatal." Employees have voted overwhelmingly to strike if demands are not met. Negotiations have been reconvened at the request of management in order to present a new proposal. Glitz employees currently work five eight-hour shifts a week. Labor leaders have called for "creative efforts" to end the stalemate. Most industry experts predict a big upsurge in the Widget market during the next five years. Salaries at Glitz have consistently been below average for the industry, due, in part, to its small size. Employees are seeking more input to decision-making committees in the company. The Union Strike Fund is at a ten-year low, and benefits would run out quickly in the event of a strike.

Glitz employees feel very strongly that they are being badly treated by their employer. In contrast to other workers in the industry, they feel they are at the "bottom of the heap"—and deserve better in light of their loyalty and productivity over the past years. Management, on the other hand, believes that, if it is to survive, it cannot meet the wage standards set by the other top companies. If it does, it will go bankrupt—and there will be no jobs. Employees think this is the result of poor management and are willing to take risks in order to become equal to others in the industry.

Management Contract Proposal

Wages:	$6.00/hour for assembly-line workers
	$9.00/hour for skilled workers
Vacation:	Six paid holidays/year
	Two weeks paid vacation—1-5 years experience
	Three weeks paid vacation—5-9 years experience
	Four weeks paid vacation—10-14 years experience
Insurance:	Employer will pay 50% Blue Cross—No dental

Labor Contract Proposal

Wages:	$7.50/hour for assembly-line workers $10.50/hour for skilled workers
Vacation:	Twelve paid holidays Three weeks paid vacation—1-5 years experience Four weeks paid vacation—5-9 years experience Five weeks paid vacation—10-14 years experience
Insurance:	Employer will pay 100% Blue Cross Employer will pay 50% dental
Retirement Benefits:	Employer will pay 75% to pension fund

(The possibility of profit-sharing will be discussed.)

Debriefing

For "management," the following questions may be asked: Did you have any strategies designed to gain, for the company, the maximum benefit from the negotiations? Describe them, particularly those related to communication. Did you change your strategy as you became involved in the negotiations? As you look back at the exercise, can you think of some communication principles you might have employed to improve your position? How did you feel at the beginning of the negotiations? In the middle? At the end? Did any of these feelings get in the way of your understanding of what the employees were asking for? At any time, did you try to "put yourself in the shoes" of your employees? If so, did it make a difference? Can you think of other situations where you might need negotiating skills?

Essentially the same questions as above can be directed toward "employees," with a few additional questions, focused more on labor's point of view: Did you feel that management had more power than you did? How did this affect your negotiations? Did management ever indicate to you that they understood your position? Your feelings? Did you try to tell management how you felt? If not, why not?

For the observer: Describe what you saw take place. Did you think that the communication skills of either management or labor gave them an advantage (or disadvantage) in the process? In what ways do you think communication on either side might have been improved? If you had been allowed to be actively involved in the negotiations, do you think you could have reached agreement in a shorter length of time?

8 THE SMOKING-LOUNGE DILEMMA

Created by Joanne Saoud
Howell High School, Howell, Michigan

Objectives

1. To experience some processes involved in group discussion and effective decision making.
2. To experience tolerance of other people's roles and viewpoints.
3. To practice interviewing techniques and persuasive writing and speaking.

Directions

This simulation was originally designed for ninth- and tenth-grade public speaking students attending the afternoon shift of Howell High School who had their smoking-lounge rights taken away. The exercise, however, may be adapted to fit any situation which involves groups of students coming together to make decisions to change school policies.

Following are brief sketches of the various groups that will speak before the school board regarding the smoking-lounge dilemma. Each group may make additional assumptions about their committees, but assumptions should be consistent with the general description provided.

Administration. One principal and two assistant principals. Major concern: The community will not vote millage if dissatisfied with school policy. Would like the smoking lounge removed.

Teachers. Committee of approximately five (perhaps representing different subject areas). Major concern: Student dissatisfaction with the situation is causing lack of concentration in the classroom. Parents will be, or are, angry. Neutral on the issue.

Parents. Committee of approximately five. Major concern: Student health and law stating that one must be eighteen to smoke.

Ninth- and tenth-grade student council. Committee of approximately five. Major concern: Cheated of their rights. Would like the smoking lounge re-established.

Eleventh- and twelfth-grade student council. Committee of

approximately five. Major concern: Not fair to afternoon students. Would like the smoking lounge re-established.

Board of education. Committee of remaining members of class. Major concern: They want to be fair. Will make a decision keeping all points of view in mind.

Students, upon reading all background material, will assume the roles of their choice. It is not necessary that the various committees are even in number, only that there is some representation in each area. If it seems that students may all choose one particular committee, you may have them draw for roles.

The board of education prepares for the school board meeting in the following manner: They choose a president and a secretary of the board in any method they wish. The president will speak for the board, and the secretary has the job of taking notes during the preliminary meeting and again during the meeting of committee members. Board members plan some opening remarks for the president to give before the meeting begins.

While the board of education meets, the committee members prepare for the school board meeting in the following manner: They choose a president and a secretary in any method they wish. The president speaks for the group, and the secretary takes notes for the speeches each committee must prepare to present to the board. The groups then prepare a speech, one- to three-minutes long, according to the roles they have taken. (Students may use this time to interview the real administrators, teachers, students, and parents whom they are role playing. These people should be alerted as to the purpose of the simulation and the time of play.)

Upon arriving in class on the second day of play, the board meeting should begin. The board president will present opening remarks and the agenda; the meeting should start with the speeches of the various committees. After each speech is complete, the board president opens discussion to all the other members of the committees.

After hearing all presentations, the board retires to another room where they will make their decision regarding the smoking lounge. A vote (majority rules) determines the outcome. Once the decision is made, the board meeting will be called to order again, and the president of the board announces the decision to the committee members. During the few minutes that the board meets privately, the remainder of the class can be given debriefing questions to think about.

Schedule of Events

1. Introduction (Day 1: fifteen minutes).
2. Participants read background material and choose roles (Day 1: five minutes).
3. Each committee prepares for board meeting by arranging speeches (Day 1: thirty-five minutes).
4. All committees attend meeting, present speeches and have group discussion (Day 2: twenty-five minutes).
5. Board of education retires to arrive at a decision, which is then announced (Day 2: fifteen minutes).
6. Debriefing (remaining time).

Debriefing

In evaluating the game's effectiveness, student opinion is extremely valuable. Ask group members what could make the game more realistic and how they might redesign the simulation to make it better. Questions about the process itself might include the following: What influenced the board's decision? What were some difficulties encountered in preparing a speech as a group? Did one person do most of the writing? Which speech was the most persuasive? The least? Why? Did you enjoy playing particular roles? Why or why not? Which roles did you dislike? Have you changed your decision regarding the stand you actually take concerning the issues? Was the entire class discussion after the individual speeches worthwhile?

9

THE ANCHOVY PIZZA MYSTERY*

Adapted by Judy Frank
Holt High School, Holt, Michigan

Objectives

1. To provide exercise in listening.
2. To facilitate problem solving and group interaction.
3. To encourage recognition of the value of all contributions.
4. To motivate students to read literary works.

*Adapted from Gene Stanford and Barbara Dodds Stanford, *Learning Discussion Skills Through Games* (New York: Citation Press, 1969).

Directions

The only material needed for running the game is a set of clues. The room in which it is played should have moveable chairs. The ideal group size would be twenty-seven, but the range could be from ten to thirty-five. (With fewer than twenty-seven, double up on clues; with more than twenty-seven, appoint observers.)

Participants should be arranged in a circle. If you use this as an exercise in listening, you may wish to give the following introduction: I'm going to give each one of you a piece (or two pieces, etc.) of paper. Each piece contains a clue(s) to a kidnapping. When all the clues are put together, you should be able to determine who disappeared, who the kidnapper(s) or conspirator(s) was, the motive, and how the crime was accomplished.

Each person will state his or her clue(s) loudly and slowly, continuing around the room until all clues have been read. A clue may be repeated in this "round robin" if it was not heard by a member of the group, but may be repeated only once at this time. Once all clues have been read, the group must attempt to arrive at answers to the questions given at the beginning of the exercise.

After the round robin has been completed, clues may be shared as often as needed; however, all sharing of clues must be done orally. In other words, clues may not be shown to anyone else, nor may students leave their seats to walk around the room. The group must agree on the answers to the questions. Answers agreed upon may be brought to the teacher, who will say only whether they are right or wrong. (The teacher may accept one answer at a time or may make the rule that all answers be submitted at once. Once the game begins, the teacher will function only as described.)

If you use the exercise only to attain problem-solving and group-interaction objectives, eliminate the oral aspect of the exercise. If you wish to use this as a motivator for a class reading assignment, rewrite the clues so that they represent various elements of the work to be read; leave out key bits of information so the students will have to read the work to fill those in. You may also restructure the game by allowing students to take notes.

Clues

(1.) Mr. Anchovi is a successful pizza tycoon. (2.) Mr. Anchovi had lately been seen with his secretary, Miss Goldie Digger, after

business hours. (3.) Max Musclebound is Miss Goldie Digger's jealous boyfriend. (4.) Max Musclebound had threatened to destroy Mr. Anchovi if he ever caught him with Miss Goldie Digger again. (5.) Mr. Anchovi's wife nagged him incessantly. (6.) Mr. Anchovi's brother-in-law, Andy Muckluck, is a failure at everything he tries. (7.) Max Musclebound is a night-life man and a late morning sleeper. (8.) The ransom note asked for 25,000 dollars, the exact amount of Mr. Anchovi's savings account. (9.) (9.) A drunken Andy Muckluck had been heard to mutter something about a plan to fix Mr. Anchovi's wagon. (10.) Mr. Martelli is a barber. (11.) Miss Goldie Digger told friends she was afraid of Max Musclebound. (12.) Andy Muckluck was jealous of his brother-in-law's money. (13.) Mr. Martelli is a good friend of Mr. Anchovi. (14.) Mr. Anchovi told friends that he was afraid his wife would sue for divorce and take him for lots of money. (15.) Police were unable to locate Andy Muckluck after the kidnapping. (16.) Andy Muckluck was observed stoned in a local gutter at 5:00 a.m., April 5. (17.) Several curls of Mr. Anchovi's hair were found on Mr. Martelli's floor. (18.) Miss Goldie Digger loved Rio de Janeiro. (19.) Mr. Anchovi wasn't in his regular seat on the 7:45 a.m. bus on April 5. (20.) Police were unable to locate Miss Goldie Digger after the kidnapping. (21.) The only people who had access to Mr. Anchovi's savings account besides himself were his wife and Miss Goldie Digger. (22.) Mr. Anchovi always took the 7:45 a.m. bus to work. (23.) The last person to see Mr. Anchovi was Mrs. Busybody, his neighbor, who watched him leave his house at 7:30 a.m., April 5. (24.) A curl of Mr. Anchovi's hair was sent to his wife with the ransom note. (25.) Mr. Anchovi disappeared on April 5. (26.) Mr. Anchovi had recently been observed frequenting the Berlitz language school. (27.) Police were unable to locate Max Musclebound after the kidnapping.

Answers

Who disappeared? Mr. Anchovi.

Who was the kidnapper(s)? No one was kidnapped.

What was the motive? Mr. Anchovi wished to get away from his wife without giving up his savings.

How was the crime accomplished? Mr. Anchovi got a lock of hair from his barber, sent it to his wife with a ransom note asking for 25,000 dollars, all that was in his savings. Then he and Miss Goldie Digger left for Rio de Janeiro.

Debriefing

The following questions can be addressed:

1. What barriers did you find in this exercise in the process of listening? What actions on your part—or someone else's—helped you?
2. Suggest some ways in which you might have reached a solution much more quickly. What prevented you from pursuing these?
3. Do you think this exercise resembles real life? In what way does it? In what ways does it differ?
4. Does the solution of the "crime" depend on communication skills? How?
5. Could some of the clues have been omitted? If they had been, how would this have affected the solution? The participants involved?
6. How did you go about solving the problem? Is this a way you always employ? If not, do you think you could use this method in other situations?
7. Have you read murder mysteries before? If so, did they have problems similar to the Anchovi Pizza Mystery? Do you think you'll try reading a murder mystery—or read more of them?

GATEKEEPER PROBLEM 10

Adapted by Anita Covert
Lansing Community College

Objectives

1. To provide an opportunity for students to act as gatekeepers.
2. To provide an experience for students to see how gatekeeping affects the information they receive from the media.

Directions

You are a team of journalists preparing the news to be broadcast tonight at 6:00 p.m. on NBC. Your task is to determine what is to be included in tonight's half-hour program. Your news team has obtained several items for this evening's program

from the wire services of your own news staff. Because you must integrate three minutes of commercials, it is important that you design a program log that is exactly twenty-seven minutes in length.

If you want to cover a story but cannot afford the time, you can dump the film footage and present only the story. John Chancellor, your news moderator, takes approximately twenty seconds to cover a story without film footage. However, he doesn't like to announce more than four such stories per night.

Your assignment, then, is to log the program in the order of the appearance of the news items in the program. *Establish basic criteria for placement and a justification for why an item was or was not included in the program.*

News Items

The teacher should compose the news items. These should vary between national and local news, and should differ in length. Some examples follow:

1:05 minutes. Report on the survival of a twelve-year-old girl after five days lost in Sierras.
1:45 minutes. Marriage of Bella Abzug (Congresswoman—New York).
2:10 minutes. Piano virtuoso, Vladimir Horowitz, returns to the orchestra after twenty years.
3:30 minutes. Andrew Peti wins his fourth Indy 500: the first man in history to do so.

Debriefing

The following questions may prove helpful in explicating the experience: What criteria did you use for choosing news items? When did gatekeeping happen? and, Is this a simulation of real television news programs? How do you know?

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11 THE WHITE HOUSE VISIT

Created by Gordon L. Thomas
Michigan State University

Objectives

1. To analyze the extent to which a student's value system is involved in the decision-making process.

2. To determine the influence of prejudgments on choices made by individuals.
3. To assess the difference between judgments made by an individual and judgments made by a group.

Directions

The exercise which follows requires individuals to make a choice, then move to groups of three or four and reach a consensus on a single choice. After this, the class participates in a "fishbowl" situation where each of the groups chooses a spokesperson who tries to reach consensus with the rest of the class members, who act as observers only. The class may also adopt the role of constituents of each of the spokespersons, who may employ their groups to get advice or help. If they do so, they are required to obtain the group's permission before changing or modifying their original position. (The situation can be altered to one that is more relevant to your school or community by changing or expanding the descriptions of the student candidates involved.)

The problem may be explained as follows: You are a member of the senior class of Central High School in Middleton, a city of about 50,000, partially industrial, partially residential. The city is 70 percent white and 30 percent black and Chicano. The school has an excellent program in athletics and has won a number of state championships over the past ten years. You also have an outstanding music curriculum, as well as an active debate squad. The school has been invited to select one student from the high school to participate in a three-day conference at the White House devoted to the question, How can high school students best help the federal government solve the problem of crime among young people? Eight students have applied for the nomination. The senior class is to select the school representative. Whom would you select?

1. Senior—seventeen years old, president of graduating class, very active in a number of organizations, fits easily into group activities, average grades, IQ of 140. Father is superintendent of schools.
2. Junior—seventeen years old, Chicano, comes from broken home, a loner, but well-read and a good student. Was a juvenile delinquent at age fourteen.
3. Senior—twenty years old, excellent track athlete,

black, from a poor home, IQ of 100. Well liked, unassuming.

4. Senior—sixteen years old, all As, somewhat shy, bookish. Comes from a welfare family. Polio victim —confined to a wheelchair.
5. Sophomore—fifteen years old, IQ of 95, good looking, smokes marijuana, tries hard, but is a "born loser."
6. Junior—sixteen years old, perhaps the best debater the school has had in many years. Last year, debated on the topic of crime prevention. Works hard on debate but not on other school subjects. Comes from a wealthy family.
7. Freshman—fourteen years old, bright, very vocal and fluent, confident, a little brash. Father is chief of police. Member of the National Rifle Association.
8. Sophomore—sixteen years old, member of National Association for Advancement of Colored People, IQ of 125. Plans to be a teacher after going to college.

Debriefing

Consider such questions as: Whom did you select and why? Did you establish criteria before you started the selection process? What assumptions did you make about the eight students concerning their sex, age, intelligence? What prejudices and biases did you detect operating in the selection process? How did you gain consensus when you moved to larger groups? Was consensus more and more difficult to reach as the group became larger? Why was this true?

Annotated Bibliography

Austin-Lett, Genelle, and Sprague, Jan. *Talk to Yourself: Experiencing Intrapersonal Communication*. Boston: Houghton Mifflin Company, 1976.

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